



HANDBOOK



The Margaret Ives Community Children's Centre welcomes your family to the Coral Room. Our diverse staff team of qualified early childhood teachers, and early childhood educators provides an integrated long day care and DECD Preschool program.

At Margaret Ives Preschool we strive to provide excellence in preschool education – providing an innovative and challenging environment which fosters a desire to learn, and which nurtures each child to their full potential.

The Preschool session is
Monday to Friday 8.30am - 4.00pm

Two days provides the preschool children with their 15 hour Universal Access eligibility.

Outside these times long day care fees apply.



COMMUNICATION

Communication is essential between families, caregivers and educators. Educators are always happy to have conversations during arrival and departure times. If you feel you are not having time to communicate with staff, please feel free to send an e-mail to preschool@margaretives.com.au, make a phone call, and or arrange an appointment so time can be set aside for you. Other points of communication used in the Coral Room are our centre newsletter, room notice board, floorbook and community book, individual learning portfolios and family pigeon holes, which are located near the door as you enter the Coral Room.

ARRIVALS AND DEPARTURES

Please sign your child in and out each day they attend on the sign in sheets provided, and tick the sunscreen column if sunscreen has been applied. Please record approximate collection time, and person in the space provided. The sign in sheet may also be used to record if another person is to collect your child. If someone new is collecting your child please inform staff, and they will be asked to provide photo ID i.e. drivers license.

At the end of the day punctuality is essential to ensure the centre is closed on time. Should an emergency arise please phone the centre to inform them of your lateness.



We encourage all families to fill out a 'My Family' sheet and bring in a family photo. This is a great way to build a sense of belonging.

ROOM ROUTINE

- 7:30** Centre opens,
indoor play
- 9.15** Morning meeting
- 9.30** Fruit time &
Preschool fruit/extended
group time
- 10.00** Indoor & outdoor
Play
- 11:30** Yarning time
- 12:00** Lunch with
primary educators (refer
to daily menu)
- 12:30** Relaxation time &
sleep time (optional)
- 1.00** Indoor & outdoor
play
- 3.00** Coral Room pack-
up (re-set indoors)
- 3.15** Split group time
- 3.30** Afternoon tea (refer
to daily menu)
- 4.00** Indoor & outdoor
play
- 5.00** Children bring
belongings inside
- 5.45** All children
collected
- 6:00** Centre closes

PRESCHOOL ROOM ESSENTIAL. WHAT TO BRING.

A Bag. Containing a set of spare clothing. Spare clothing should be checked occasionally to ensure it still fits and is suitable for the current weather. Please label all clothing clearly with your child's name.

A Sun Safe Hat. Please become familiar with our *Sun Smart Policy and Procedure* – hats must be worn from the 1st August until the 30th April; and during high UV (3 or over) in terms 2 and 3. Please provide a labeled hat for your child each day. Hats must go home at the end of each day. We request that children have sunscreen applied before they arrive at the Centre and we will re-apply as necessary throughout the day.

Fresh Fruit or Vegetables. 2 pieces on each day they attend. Children are welcome to swap their fruit/vegetable with another piece from our fruit bowl. Preschool children are encouraged to bring a piece of fruit which can be eaten independently and does not require to be cut up.

A Small Pillow. (Optional) Pillow is to be no bigger than A4 size – for relaxation time e.g. a pillow pet.

Water. Children must bring a labeled drink bottle each day, however water facilities are accessible all day for children too.

ROUTINES

Key routine moments are an important learning experiences for all children as they provide opportunities for children to further develop their emerging independence and practice self help skills. The Coral Room routine provides long time periods for children to engage in uninterrupted play, supporting it to be flexible to the needs of all individual children, at all times.

PRIMARY CARE GIVING

We believe relationships are the key building blocks for early development, therefore the educators of our 4 Primary Care groups, and as well as our secondary care system will and maintain a secure relation

with your child, and become your main point of communication.

HEALTH & SAFETY

As a Centre we strive to provide a safe and hygienic environment that promotes the health of both the children and staff. As a general principle, children and adults should not come to the Centre unless they are well and able to cope adequately with normal daily routines and activities. Please refer to our Care of Unwell Children Policy for further information.



HANDBOOK

A PLAY BASED CURRICULUM

“Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and learn. In these ways play can promote positive dispositions towards

EMERGENT CURRICULUM

As a centre our curriculum utilises the Early Years Learning Framework (EYLF), which supports our emphasis on relationship based programs such as primary caregiving; and play based learning.

Our curriculum and planning is based on the individual needs, abilities and interests of your child. We develop, in partnership with parents, an understanding of these through observations of each child, and are fostered through a purposeful planning, and evaluation cycle.

One of our goals when your child begins at the Centre is for them to develop a strong attachment with their primary carer/s. A familiar face every day at the Centre will encourage a sense of trust and feeling of security for your child.

A focus of our curriculum is developing relationships to encourage a sense of positive self esteem. By encouraging children's efforts rather than praising outcomes, and acknowledging the children’s strengths, children will begin to see themselves as competent, capable and independent individuals.

DOCUMENTATION

Individual Learning Portfolios (ILP) are used to collate, document and evaluate your child's learning. ILP's are assembled with documentation including learning stories and snapshots.

This documentation provides a way of showing and recording each child's learning and development. This supports us, as educators, to identify children’s unique interests and achievement and provide individual challenges in a way that is positive and meaningful to the child and their family. ILP's and documentation provides a basis for a meaningful connection (or bridge) between home and care environments. This is one way families and caregivers can gain insight into what happens when their child is at Margaret Ives. This bridge between home and care contexts is two-way, allowing educators to learn more about what happens when the child is with their family and at home.

Throughout the year ongoing documentation will present in your child's learning portfolio, please provide a family voice to them creating communication between here, and their home community.

LEARNING IS RECOGNISED AND UNDERSTOOD AS:

- being different in different situations
- holistic – involving the whole child, not just their intellectual capacity
- enhanced when the educator is responsive to the child’s



Art Basket. Please check the art basket regularly for your child's artwork.

Library Bag. Your child will be given a library bag, and on Tuesdays, Jenny our volunteer librarian comes to the Coral Room to support the children in borrowing and returning library books. If your child does not attend on a Tuesday, educators will support your child to borrow books on their attending days. Please place the library bag in the red library box, located underneath the pigeon holes each week. Educators can also show you how to access the Library to borrow books for yourself, and with your child.

Lockers. Your child may choose any locker on arrival each day. Please encourage your child to place their own bag, coat, pillow, etc in the locker so they know where their belongings are.

MEDICATION

Please inform an educator if your child requires medication. A medication form must be completed if your child requires prescribed medication at the centre. A medication authority form, and or action plan will need to be filled out by a medical practitioner for all continuing medications including puffers, antihistamines and paracetamol and so forth.

All medication is stored in the kitchen fridge, or in the medication cupboard and must have the child's name and details of required dose on the label.

Please do not leave medication in your child's bag.

TOYS AND SPECIAL BELONGINGS

Children who wish to show the Educators a special item can do this and then it should be taken by the parents for safe keeping. Toys and special belongings are easily lost or broken at Long Day Care/ Preschool causing unnecessary distress. Children who need a daytime sleep may bring a soft toy/pillow to help them settle down.

FAMILY INVOLVEMENT

We welcome all family members/friends to join us in the Coral Room to share their time, skills and knowledge with us. If you have any ideas to share, particularly those that relate to our term curriculum focus, please let an educator know a time that suits you to come in and spend some time with us.

Your questions, ideas, suggestions, and participation in the program are always welcome too.

TRANSITION TO SCHOOL

At the end of each year, we make contact with your children's future school, supporting them to visit the Centre to meet your child; and discuss your their development with them. The aim is about facilitating a positive and successful transition into the school environment. Please let us know if you do not wish information about your child to be passed onto the school representatives.

DfE PRESCHOOL ENROLMENT POLICY

From 2013, DfE now requires proof of age, prior to the acceptance of an enrolment and a child commencing preschool. For the purpose of confirming the date of birth of the child being enrolled in preschool, the acceptable documentation will be:

A Passport

A Birth Certificate; or

Official Centrelink documentation stating the child's name and date of birth.

We also seek permission from you on behalf of the South Australian and Australian Governments to sign a Privacy Statement allowing us to provide to them details about the children accessing DfE preschool.

We hope you will enjoy your stay with us and your family will feel a sense of belonging to the Margaret Ives Community Children's Centre. www.margaretives.com.au

REVIEWED DECEMBER 2018